DOCUMENT RESUME

ED 133 567 08 CE 009 644

TITLE	Career Consultant Project. Final Report.
INSTITUTION	Western Wisconsin Technical Inst., La Crosse.; Wisconsin Univ., La Crosse.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.; Western Wisconsin Vocational, Technical, and Adult Education District, La Crosse.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
REPORT NO	VT-103-492
BUREAU NO	02-023-151-318
PUB DATE	Jul 76
NOTE	24p.
EDRS PRICE	MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS	*Career Planning; Counseling Services; *Educational Needs; Higher Education; Interinstitutional Cooperation; *Occupational Guidance; Post Secondary Education; *Potential Dropouts; Program Descriptions; Vocational Followup
IDENTIFIERS	Wisconsin

ABSTRACT

A concern for the continuing educational needs of potential dropouts prompted the establishment of the position of career consultant to provide career guidance information and counseling services to students at the University of Wisconsin-La Crosse and Western Wisconsin Technical Institute. The majority of the 3,192 students who used these services during a 3-year period from 1971-1974 wished to drop from currently enrolled programs and change their educational and career goals. To serve the needs of these students, the counseling services were supplemented with a system of referral and communication with other educational systems and appropriate agencies, a library of educational materials and programs offered throughout Wisconsin vocational, technical, and adult education schools, and a career planning library. A total of 2,249 students responded to a questionnaire survey evaluating the services provided during the three years. The survey instrument and results are appended. (RG)

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FINAL REPORT
Project Number 02-023-151-314

CAREER CONSULTANT PROJECT

Final Report of Career Consultant Project
Between
Western Wisconsin Technical Institute
and
University of Wisconsin-La Crosse

1971 - 1974

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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WESTERN WISCONSIN VOCATIONAL, TECHNICAL AND ADULT EDUCATION DISTRICT

LA CROSSE, WISCONSIN

VT 103 492

July, 1976

CE 009 644

FINAL REPORT OF CAREER CONSULTANT PROJECT
BETWEEN
WESTERN WISCONSIN TECHNICAL INSTITUTE
AND
UNIVERSITY OF WISCONSIN-LA CROSSE
1971 - 1974

INTRODUCTION

A concern for the continuing educational needs of potential dropouts by Mr. Richardson, District Director of Western Wisconsin Vocational, Technical and Adult Education District, and Dr. Samuel Gates, President of University of Wisconsin-La Crosse, in 1970 provided the foundations upon which this proposal was based.

Through the joint efforts of the Department of Student Affairs under Dean D. Houg and the Student Personnel Services of Western Wisconsin Technical Institute, directed by Mr. William Campbell, the project proposal was developed.

The project was jointly funded through a federal grant, under the Vocational Education Admendments (V.E.A.) of 1968, administered by the Wisconsin Board of Vocational, Technical and Adult Education and funds provided by the Board of the Western Wisconsin Vocational, Technical and Adult Education District.

Following the approval of funding of this project, a career consultant was employed by Western Wisconsin Technical Institute on July 1, 1971. The career consultant had a master's degree in counseling and guidance, and nine years of counseling experience in the schools of Wisconsin. He had administrative experience in vocational education, and an extensive background in career education, having directed a federal career education project.

In July 1971, the project was presented to the Dean of Student Affairs at the University of Wisconsin-La Crosse by the Administrator of Student

Personnel Services of Western Wisconsin Technical Institute and the career consultant.

A joint committee of representatives of the University of Wisconsin-La Crosse and Western Wisconsin Technical Institute was appointed to serve in an advisory capacity, and to assist in the implementation of this project.

Early apprehensions resulting from the goals of the project resulted in some modifications in the procedures in operation in order that the project would not be received as the recruiting of university students for technical education.

It was determined by the advisory committee to locate the offices of the Career Education Consultant in the Placement and Career Advising Center of the university. The offices at Western Wisconsin Technical Institute were placed in the Student Personnel Services complex, second floor of the Kumm Building. It was determined that the university's contribution to the project would be in the form of facilities, utilities, phone and ancillary services.

Shortly after initiation of the project, the Placement and Career Advising Center was relocated in Wilder Hall, a central area on the university campus. An office was assigned to the Career Consultant. This office facility was shared with the Student Personnel Services graduate interns. The office contained two tables, typewriter, chairs and a phone. Desk and files were received from this office in April 1972.

The close working relationship with the graduate interns of the Student Personnel Services Program of the university proved to be a valuable asset to the project in both providing support services for career counseling and instituting student contacts in need of services. A number of the interns also served as resident assistants in the dormitories

of the university, and were an active referral source of students needing the services of this project.

Mr. H. Ideus, Placement Director of the University of Wisconsin-La Crosse, served as chairman of the advisory committee, and was a staunch supporter of the project. His support, advice, and representation of the project to the university community contributed to its initial and continuing success.

Monthly meetings of the advisory committee were conducted, and a monthly report of the career consultant's activities was reported at these meetings. (See Addendum A)

SUMMARY REPORT ON PROJECT ACTIVITIES, IMPLEMENTATION OF THE PROJECT, OBJECTIVES:

Each major objective of the project was reviewed annually, and the activities of the program were outlined in the annual report to the advisory committee.

The major emphasis of the program activities for 1971-72 centered around a broad dissemination of information about the project of both institutions to the departments and divisions. This was to stimulate and encourage the referral of students that could benefit from the series of the program.

In 1972-73 the services and resources of the project were expanded, and additional materials for career advising were added. Through university funding, a Career Information Resource Center was established in the Placement Office. Also career information materials were developed to supply the Career Information Center, and to provide a continuing service upon completion of the project.

PROJECT GOAL:

To provide career guidance informational services to students in both

the University of Wisconsin-La Crosse and Western Wisconsin Technical Institute, and help them to identify career goals that are more closely attuned to their interest, aptitudes and goal expectations.

1. The project was successful in 1971-72, and provided services of the project to 1,147 students at both institutions. The majority of the student contacts were made through referrals from the various departments at each school, and in a majority of cases, there had been a prior decision to change their educational and course goals. Often this was evidenced by the student's expressed intention to drop from the program. Relevant educational and career planning information was provided to these students and goal options were recommended. These goals were to be evaluated in the follow-up process. The project interviews provided the following summary data:

   A. A majority of students had done little career planning prior to attending a post-secondary institute. Career choices were frequently based on inadequate or incomplete job information, educational requirements or job availability following graduation. It was obvious that the majority of dropouts, particularly during the freshman year, were due to unrealistic goal aspirations or poor educational and vocational planning during high school.

   B. A rapidly changing job market had an effect on the decisions of the students to change career fields or majors during their education.

   C. Many university students who had indicated a

potential for college work and had satisfactory grade averages in college courses indicated a desire to change their career goal and enroll in technical education in order to enter the labor market in as short a time as possible. (See Addendum B) This frequently occurred with those students who either had an indefinite goal after one year of college or where the employment situation in a profession did not promise good employment opportunitites.

D. Many students in elementary and secondary education majors rade a change in career decisions because of the growing over-supply in this profession.

E. It was noted that with those students who had proven their aptitudes for college work leaving college to enroll in a technical school did so with the intention of returning to a college program at a later date. Follow-up data was not of a sufficient longitudinal nature to determine if these plans were fulfilled.

F. It became apparent within the first year of the project that students tended to attune their career goals and plans more to the employment demands of the job market, rather than their personal interests, aptitudes and long-range goals.

G. Approximately 40 percent of the students contacted were interested in continuing their educational endeavors at another post-secondary institute, but with new and more clearly defined objectives. University students were more oriented toward seeking

assistance in career planning than were technical school students planning to drop from school or planning educational changes.

H. The major causes expressed by university students for dropping from their programs were:

(1) Lack of clear career objectives and appropriate sources of clear information upon which to base career plans.

(2) The feeling that there is a serious lack of relevance of the basic studies program at the university level.

II. To follow up the consultant contacts through a systematic follow-through process.

The follow-up letter, questionnaire and the results of the evaluation are submitted in Addendum C.

A. During 1971-72 of the project, the following conclusions were noted from the following evaluation:

(1) Of the students that were counselled, 72 percent responded to the questionnaire.

(2) The counselees rated the referral service at 39 percent for continuing educational programs as being of great assistance. It was reported that nine percent of job market information was highly beneficial. A total of 84 percent of all students contacted found the program of at least some assistance. Students indicating that the career consultant services were of value in their decision making totaled 51 percent.

B. In 1972-73, 83 percent of the students counselled responded to

the follow-up letter. Some additional efforts through telephone contact resulted in this higher percentage of response. In 1972-73, 24 percent rated the total services provided as highly beneficial. Twenty-two percent reported the informational services highly beneficial. Ninety-two percent of all students reported that the consultant service was of value in their decision making.

C. In 1973-74, 73 percent of the counsellees responded to the questionnaire. This group indicated that to 22 percent the total services were highly beneficial and resulted in a decision. Twenty-one percent found the job market information highly beneficial in their decisions, and 78 percent of the total group found the services to be of some value to them.

D. A total of 3,195 students were contacted and counselled through this project. A follow up of 2,429, or 76 percent, of counsellees reported on the follow-up survey.

III. <u>To establish contacts and rapport with students at the University of Wisconsin-La Crosse and Western Wisconsin Technical Institute</u>.

A brochure was developed to make the service known to students of both institutions. (See Addendum D) Visits were conducted in the food centers, student unions, dormitories and on career days. A television interview at the University of Wisconsin-La Crosse Career Day gave areawide coverage of the project. It was determined that student initiated referrals would be most beneficial to the project. The support of the student programs, the head residents at the dormitories and the student senates were requested. Many student contacts were initiated as a result of these contacts, and these students,

in turn, referred others.

IV. To establish suitable individual appraisals and assessment techniques to strengthen the counseling process.

This objective of the project was not necessary, as the testing services of the counseling and testing center of the university and the Student Services of Western Wisconsin Technical Institute were determined to provide adequate individual appraisal and assessment measurements. Where special testing needs were evident, the services of the counseling center were utilized and the services were cooperatively extended.

V. To develop and maintain a system of referral and communication with the vocational, technical and adult education system and other appropriate agencies.

A file of the vocational, technical and adult education schools of Wisconsin and Minnesota was created. A file of catalogs, brochures and application from each school was built and maintained. As student contacts waranted, a referral was indicated. Phone contacts with the admissions counselors were made. The use of the Instance Career Information Directory proved to be most valuable. Professional contact with both high school counselors and the vocational, technical and adult education system were maintained through membership and with professional presentations. At the Wisconsin Personnel and Guidance Association Convention in Oshkosh in Novbember 1971, the project and its implementation were presented to the student services staff of the vocational, technical and adult education system. At the Midway Motor Lodge in Wausau in November 1972 and at the 21st Annual Guidance Conference, University of Wisconsin-Stout in February 1972 presentations of the project results were made.

The recruiting brochures (see Addendum D) were mailed to the

student services office of each of the technical schools in Wisconsin and their cooperation in the project was requested.

The project consultant visited three technical institutes during the first project year, to personally investigate and gather data on the unique programs of the that district. This aided in the counseling and referral of both potential college drops and undecided technical school applicants.

Community contacts and dissemination of information about the services of the project came through personal contacts by the consultant with the Wisconsin Department of Vocational Rehabilitation, Wisconsin State Employment Service, Viterbo College and with the community through radio broadcasts on WIZM, La Crosse, and Channel 19 television and Channel 12 (cable) television.

VI. To develop liaison and rapport with individuals in the university at all levels.

Formal and informal contacts were made and the project objectives were promoted with the following divisions of student affairs:

A. Housing

B. Admission

C. Registrar

D. Student Activities and Affairs

E. Counseling and Testing

F. Food Centers

Each department of the university was contacted and the advisors and department heads were made aware of the project and their cooperation was requested.

Through the assistance of Dr. Houg, the consultant participated in the weekly staff meetings of the Office of Student Affairs. The

Offices of Campus Ministries were contacted and, at their invitation, the program was fully outlined.

At Western Wisconsin Technical Institute, all instructional divisions and the Student Services staff received an orientation to the career consultant project. As orientation presentation was made during the first year for the professional staff of Western Wisconsin Technical Institute and to the school administrators of C.E.S.A. No. 11 on the subject of career education.

VII. To develop a library of materials related to the programs offered throughout Wisconsin vocational, technical and adult education schools including full-time and apprenticeship programs.

Through contacts with each of the technical institutes, universitites and private colleges and surrounding areas, an extensive library of reference material on technical programs in Wisconsin, Minnesota and collegiate programs in Wisconsin was built. The resources of the college bluebook were utilized for reference to collegiate and technical programs in all regional accredited colleges, community colleges, vocational and technical schools of the nation. Copies of the career directory were obtained and distributed. These contained program information in the Wisconsin vocational, technical and adult education system. They were utilized in the career center and in the counseling and testing center as well as in the offices and the dormitories at the university.

Along with the catalogs, brochures, handbooks and annuals of the technical schools were collected and displayed for student use.

A rapid turnover and wide use of these materials were experienced. It is the feeling that the broader knowledge on the part of the university students and staff of programs offered in technical educa-

tion programs in Wisconsin resulted from this resource library and its use.

VIII. <u>To develop a career planning library covering all levels of opportunity including the skilled and semi-skilled levels of training and employment.</u>

In conjunction with the development of another federal project related to career development and planning, extensive research was done in the area of career planning materials. Copies of the "Technical Occupations", a five-volume series by Ferguson Publishing Company, the Occupational Outlook Handbook, the Occupational Quarterly, and various other materials on career planning were purchased for the library.

In November 1972 as a result of a project written for the Placement and Career Advising Center by the career consultant, the University of Wisconsin-La Crosse granted the center $7,000 to purchase audiovisual equipment and visual materials for expanding the services of the Career Resource Library. Color video units, sound slide projectors and tape recorders were added, and a schedule for the development of materials was outlined. Through the cooperation of the AV center of the university, materials on career exploration, job search, interviewing techniques and resume preparation were produced.

At the termination of the first and second years, a project report was presented to the advisory committee, and a proposal written by the project director for a continuation of the project was submitted to the Wisconsin Board of Vocational, Technical and Adult Education. This proposal incorporated the recommendation of the consultant and the advisory committee based on the first and second years' experiences.

ADDENDUM A

CAREER CONSULTANT PROJECT ADVISORY COMMITTEE MEETING

MINUTES

DATE: September 14, 1971

TIME: 1:30 p.m.

PLACE: Wisconsin State University-La Crosse
Cartwright Center
La Crosse, Wisconsin

PRESENT:
Dr. Horle, WSU-La Crosse
Dr. Ideus, WSU-La Crosse
Dr. Smith, WSU-La Crosse
Dr. Hogue, WSU-La Crosse
Mr. William Campbell, W.W.T.I.
Mr. Harold Kumbier, W.W.T.I.
Mr. William Temte, W.W.T.I.
Mr. Dave Elkins, W.W.T.I.

The meeting was called to order at 1:30 p.m.

Mr. Campbell outlined the four major considers for this committee:

1. The joint responsibility of the project
2. The submission of an outline of work by the committee
3. The formulation of an internal and external news release of the project
4. A title for the project counselor

The following administrative recommendations were made:

1. The project will be coordinated and supervised by a joint committee, consisting of two members each from the Wisconsin State University-La Crosse and Western Wisconsin Technical Institute.

   WSU-La Crosse - Dr. Norene Smith
   - Dr. Harvey Ideus

   W.W.T.I. - Mr. David Elkins, replaced by Mr. Harold Motschenbacher
   - Mr. William Temte

2. The committee will (a) approve the recommendations of the Counselor and a Project Supervisor as they relate to project activities; (b) assist in the implementation of the project; (c) make recommendations for project continuation and improvement; [illegible] serve as the project's evaluation team.

3. An office for the Project Counselor will be located in each of the following locations:

   WSU-La Crosse - Placement Office
   W.W.T.I. - Student Personnel Services Office

   Office furnishings and services will be provided by each institution.

4. Material requisitions and travel expenses will be approved and processed through the Project Supervisor at Western Wisconsin Technical Institute. Equipment, clerical services, and travel expenses will be paid for through project funds.

5. Project reports will be submitted to:

   - Committee members
   - Mr. William Campbell, W.W.T.I.
   - Dr. Harvey Ideus, WSU-La Crosse
   - Mr. Charles Richardson, District Director, W.W.T.I.
   - State Supervisor, Wisconsin Board of V.T.A.E.

A discussion of the following items ensued:

1. The work to be accomplished by the committee.

2. The possibility of future committee membership expansion to include a student from both institutions and a person from the academic community.

3. Recommendations to be made to each institution concerning project expenditures and commitments.

4. Dissemination of project information to students.

5. Office equipment needed by Project Counselor.

6. Telephone and postage expenditures. Normal expenditures will be paid through project funds. Mass mailing and telephone expenditures are to be approved prior to using quantity communication-related services.

7. Clerical assistance. A work-study student will be available through the Financial Aids Office of the Wisconsin State University-La Crosse.

8. The title, "Career Educational Consultant" was tentatively accepted.

9. Scheduling of hours for the Career Education Consultant.

10. News/press released concerning this project. Internal institutional project announcements will precede public notification.

The following assignments were developed for the Career Educational Consultant:

1. Prepare proof copy of brochure
   a. Submit to committee members for review
   b. Submit to Mr. Campbell for proofing, and for obtaining necessary art work and copy center production
   c. Distribute brochures to departments and students at both institutions

2. Prepare proof copy of informal new release. Submit to Dr. Smith and Mr. Campbell.

3. Develop contacts in various departments at both institutions for disseminating project information.

4. Establish office hours at both institutions in accordance with the project guidelines.

ADDENDUM B

STUDENTS WITH COLLEGE CREDITS

TRANSFERRING TO

WESTERN WISCONSIN TECHNICAL INSTIUTE

Number of Transfers		Number UW-La Crosse	Percent
1970-71	110	63	57.2
1971-72	166	77	46.3
1972-73	292	132	45.2
1973-74	219	138	38.7
1974-75	269	97	36.3

ADDENDUM C

CAREER CONSULTANT PROJECT

FOLLOW-UP QUESTIONNAIRE

Attached Letter:

Dear Student:

During the past year, you used the services of the Career Consultant at the Placement Office of the University of Wisconsin-La Crosse or in Student Services of Western Wisconsin Technical Institute.

At the time of your contact, I asked that you would evaluate the services that you received and return this information to me.

Attached is a simple questionnaire which will assist me greatly and allow you to evaluate the services provided and their benefit to you. Please complete this form at your earliest convenience and return in the self-addressed envelope. Thank you for your assistance.

Sincerely,

H. R. Kumbier
Career Consultant

HRK/tc

Attachments

CAREER CONSULTANT PROJECT

QUESTIONNAIRE

Year _____

Name: _____

Current Address: _____ Date: _____

Current Telephone No: _____
Area Code

Home Address: _____

Home Phone Number: _____
Area Code

1. Current year in school _____ _____ _____ _____ _____
1 2 3 4 6
2. Current major subject: _____
3. Former career goal: (major or occupational goal): _____

_____

4. How did you learn of the career consultant service? _____

_____

5. Please rate the services provided to you. Rate on a 5 point scale:

5	4	3	2	1
Assisted and aided greatly. Major decision resulted.	Assistance of value. Some decisions resulted.	Some assistance	Little assistance. Few decisions.	No assistance and no decisions.

a. The counseling services. _____
b. Informational material. _____
c. Job market information. _____
d. Referral service for education program. _____
e. Total service rating. _____

RESULTS OF CAREER CONSULTANT PROJECT FOLLOW-UP QUESTIONNAIRE

Year	Coun.	Resp.	%	Q	Assisted greatly 5	%	Moderate Assistance 4	%	Some Assistance 3	%	Little Assistance 2	%	No Assistance 1	%	Total
					Rating Scale										
1973-74	987	721	73												
Counseling Services				1	81	11	235	33	249	34	128	18	28	4	721
Informational Materials				2	93	13	249	35	210	29	140	19	29	4	721
Job Market Information				3	149	21	293	41	128	18	105	14	46	6	721
Referral Services				4	128	18	310	43	142	20	140	19	1	-	721
Total Services				5	159	22	267	37	210	29	84	12	1	-	721
				Tot	610	17	1354	38	939	26	597	17	105	2	3605

Year	Coun.	Resp.	%	Q	5	%	4	%	3	%	2	%	1	%	Total
					Rating Scale										
1972-73	1061	878	83												
Counseling Services				1	92	10	385	44	210	24	140	16	51	6	878
Informational Materials				2	195	22	402	47	186	21	82	9	13	1	878
Job Market Information				3	86	10	249	28	367	42	119	14	57	6	878
Referral Services				4	129	14	305	34	318	35	142	16	14	1	878
Total Services				5	213	24	308	35	281	33	63	7	13	1	878
				Tot	715	16	1649	38	1362	31	516	12	148	3	4390

Year	Coun.	Resp.	%	Q	5	%	4	%	3	%	2	%	1	%	Total
					Rating Scale										
1971-72	1147	830	72												
Counseling Services				1	85	10	421	51	180	22	121	14	23	3	830
Informational Materials				2	147	17	391	47	215	26	63	8	14	2	830
Job Market Information				3	71	9	247	30	321	39	162	19	18	2	830
Referral Services				4	243	29	210	25	278	33	82	10	17	2	830
Total Services				5	320	39	148	18	192	23	150	18	20	2	830
				Tot	866	21	1417	34	1186	29	578	14	92	2	4150

Summary			
Totals	3195	2429	
Mean Data	1065	809	76%

CAREERS

THE CAREER EDUCATIONAL CONSULTANT SERVICES

Western Wisconsin Technical Institute

University of Wisconsin – La Crosse

H. R. KUMBIER
Career Educational Consultant

Designed and printed by students in the Graphic Communications Department at Western Wisconsin Technical Institute — La Crosse.

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WESTERN WISCONSIN TECHNICAL INSTITUTE
Sixth and Vine Streets
LA CROSSE, WISCONSIN 54601

TO:

ADDENDUM D

where are you going ?

19

need help?

22

CE 009 644

career educational consultant services

A Career Decision Is An Important Decision For You To Make:

WHY?

1) It may determine if you're employed or unemployed.
2) It may determine success or failure for you.
3) It may determine if you enjoy or dislike your work.
4) It will influence every other aspect of your life.
5) It will determine how society utilizes its manpower.
6) It will provide information for updating your academic and professional skills.
7) It will provide information regarding admission, registration and courses at all technical institutes in Wisconsin.
8) It will make referrals as needed for campus and community services.
9) It will give you information on the world of work.

OFFICE HOURS

University of Wisconsin - La Crosse

Monday	1:00 p.m.	4:30 p.m.
Wednesday	8:00 a.m.	12:00 p.m.
Thursday	8:00 a.m.	4:30 p.m.
Friday	8:00 a.m.	4:30 p.m.

Placement and Career Advising Center
2nd Floor—Wilder Hall
Phone: 785-1800, Ext. 224

OFFICE HOURS

Western Wisconsin Technical Institute

Monday	8:00 a.m.	12:00 p.m.
Tuesday	8:00 a.m.	4:30 p.m.
Wednesday	1:00 p.m.	4:30 p.m.

Student Services Office
2nd Floor — Kumm Building
Phone: 782-6238, Ext. 155

The Career Educational Counsultant Services are provided to the students of the University of Wisconsin — La Crosse, and Western Wisconsin Technical Institute.

The major purpose is to assist students in making sound career decisions. The service operates in close cooperation with the Counseling, Placement and other student services at both institutions.

Specific occupational and educational information is available from a professional career consultant.

If you need assistance to:
- update basic skills
- change careers
- brushup on leadership skills
- work on Associate Degree
- Bachelors Degree

phone or stop in for an appointment.

- TODAY -